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TESTS FOR ABILITY BEFORE COLLEGE ENTRANCE.—“The observation just made seems to the writer to agree with one’s general impression regarding the performance of the more capable students and it suggests that something is lacking in the opportunities and incentives which the college offers these more capable persons. What we know is that a large part of their time and energy goes to extra-curricular activities. We believe that this should be so and yet it is our duty to consider whether a due proportion is maintained, and if not, how a better balance is to be secured. . .

“Two striking facts are brought out by the table. First, a relatively large number of students, 168 out of 366 or about 46 per cent, were members of no student organization of any kind. . Over one hundred organizations were listed, including athletic, literary, debating, dramatic, professional, linguistic and national, religious, musical, private clubs and honor societies, as well as all the administrative and student self-government boards. That these organizations offer admirable opportunities for education and self-development can not be denied and it is a great misfortune—not to say a miscarriage of university ideals—that nearly half of the students seem to have no part whatever in the activities.

“The second important fact is that the student activities are supported chiefly by the better class of students. The number of memberships in proportion to the total number of students to draw from is greatest for those in the higher ranks. It is for this group of students that the question needs to be raised whether they give too large a portion of their time and energy to these extra-curricular activities, especially those who are members of four or more organizations each. It is not clear what effect these general student organizations have on scholarship except as they contribute to the foundation of ideals and traditions in the college. . .

“The fact regarding student associations and their influence on scholarship are too elusive to admit of definite judgment. The impression which the writer gets from such facts as the foregoing are three: (1) the fraternities and sororities do not contribute to the improvement of scholarship; (2) that other organizations take too large a part of the time of some students who are capable of high scholarship; and (3) some students who fail or who make an indifferent success in college might be helped not only in their business and social relationship but in their studies as well, if they enjoyed the

stimulus and directive influences of one or more live student organizations . . .

"This study seems to show not only that information obtainable at the time of entrance will give an adequate basis for sectioning classes and advising students on the basis of their ability but also that it will enable us to distinguish between those who will certainly fail in college and those who succeed. In state institutions it may not be desirable to actually refuse admission to even the most unpromising but it is our duty when our information is reliable enough, to advise young men and women in advance on the basis of the experience in college of other people who had similar equipment. If we can say to the public that during the last five years all students who came to college with certain weaknesses in their equipment have failed, most students will take our advice when we show them that they are weak in the same ways. Similar publicity regarding the success in college and afterward of those who came well equipped may induce capable young people to take a serious interest in their studies from the beginning of their course."

J. B. JOHNSTON, in *School and Society*.

CHILD LABOR AND MENTAL AGE.—"The distribution of degrees of intelligence among the general population, as indicated by the army tests, has been the subject of considerable discussion. It appears that, excluding the lowest grades of feeble-mindedness, ten per cent of the population is of 'very inferior' intelligence; fifteen per cent, of 'inferior' intelligence; twenty per cent, 'low average;' twenty-five per cent 'average;' sixteen and a half per cent, 'high average;' nine per cent, 'superior;' and four and a half per cent, 'very superior.' Or, otherwise stated, ten per cent is limited to a mental age of not over ten; twenty-five per cent, of not over eleven; forty-five per cent, of not over twelve; and seventy per cent, of not over thirteen or fourteen. On the assumption that the age-grade progress of school children corresponds with their intelligence, it has been concluded that seventy per cent of our boys and girls are incapable of acquiring a high school education; twenty-five per cent of going beyond the fifth grade; and ten per cent of finishing the fourth. It has been pointed out that, according to the figures of the federal Bureau of Education, thirteen per cent of our school children actually do drop